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new lines of training as yet unforeseen. If they are to serve their constituencies adequately with the money available, they must likewise be prepared to drop those divisions or departments, the maintenance of which cannot be justified on the ground of educational necessity.

"These considerations suggest that the public higher institutions should study the national aspects of enterprise in which they are engaged. My third and final recommendation to this body is, therefore, that it participate in a kind of preliminary or superficial survey of the distribution of opportunities for advanced and professional training at higher institutions throughout the country. Obviously other groups of institutions would be as much interested in such a survey as the members of this Association, for example, the Association of Land Grant Colleges, the Association of Teachers Colleges, and the Association of National Schools, and perhaps the Association of Medical Colleges and the Association of Law Schools. You are probably aware that all of these associations except one are represented in the American Council on Education. The principal object for which the Council was founded was 'to promote and carry out cooperative action in matters of common interest to the associations represented.' Consequently I would suggest, if this proposition meets with your approval, that the National Association of State Universities petition the American Council on Education in terms somewhat as follows:

"That the Council appoint a joint committee composed of representatives of the National Association of State Universities, the Association of Land Grant Colleges, the Association of Teachers Colleges, and such other groups of professional institutions as seem to be concerned, to undertake a preliminary survey of the distribution of facilities for professional training and graduate study in public and private institutions in the United States, and that the Council be requested to ask the cooperation of the United States Bureau of Education in prosecuting the study.'"—*S. P. Capen, Transactions of the National Association of State Universities, 1920.*

THE FAILURE OF THE COLLEGE.—" . . . Where it is making its egregious blunder is in attempting to educate these three classes together. . . .

- (1) Those of high intellectual endowment who will pursue an academic life;
- (2) Those of equally high intellectual endowment who are training for important administrative or professional work;
- (3) Those who enter college primarily with a view to its social side, and who lack the native ability, the intellectual training, or the ambition necessary for the pursuit of any work of a high scholastic order. With this class may be included a small group of faithful students who, through lack of native endowment, in spite of severe exertion, are unable to keep the pace set by the first two classes.

"When, within a group, great differences in the degree of intelligence exist, sound group instruction becomes impossible. . . .

"To neglect the best, those who are to make a large social return, is nothing less than the folly of misguided democracy. . . .

" 'Either learn or depart' must be written on the portals. . . .

"It is probably true that if the third and fourth year education is to be reasonably effective, the lower quarter or even half of the second-year class should be made to withdraw. . . .

"Moreover, the best students will be taught by those members of the department who may be expected to arouse enthusiasm and create followers, whereas the larger mediocre group may be handled by instructors who are appointed primarily as teachers, and not because of ability as original investigators. . . .

"If we fail to educate these, the leaders of society, it is nothing short of intellectual suicide. A system of education is ill-balanced which does not give the maximum encouragement to the best minds. . . .

"Their most lofty service will be shown in the production of a small body of original investigators and highly trained experts who are to advance knowledge and meet the crises of our national and international life. . . .

"College authorities resemble government officials in their extreme dislike of making up their minds. . . .

"If an institution at the end of the successive college years cannot give sound educational guidance, commerce and the professions devised for other purposes can hardly be expected to afford the guidance which the college is afraid to give. . . .

"Financial and athletic leadership is present in abundance; intellectual leadership is lacking. Should not our higher institutions foster learning with the same eager calculation as that with which they produce strong class loyalty and great respect for vicarious athletic prowess? . . .

"The relative urgency of the problem facing the college determines the direction of thought. At the present moment, the minds of the chosen leaders are not grappling with the true problems of the college. . . ."—*J. Crosby Chapman.*